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Genetics badly taught at universities-MRC

by Robin McKie
Science Correspondent

The teaching of genetics to medical students remains unsatisfactory in many British universities, a report by the Medical Research Council has found.

In its "Review of Clinical Genetics", a special MRC subcommittee says that a major problem is the initial exposure to genetics which is often given too early in a student's course, before his clinical application can be appreciated.

"What is required is a programme of genetic teaching spread between the clinical and preclinical departments and integrated so that the subject can be seen to have a real value", it adds.

And the report warns that the recent decline in the incidence of infectious diseases has led to an increase in the proportion of genetic diseases. But most medical practitioners have little interest or knowledge in clinical genetics, the subcommittee says.

In a bid to remedy this, the report recommends that training schemes be improved and new ones initiated. "Genetic centres will require fully trained clinical geneticists to run a consultative service and to pursue research", it says.

Training schemes are also being

set up by the joint committee for Higher Medical Training and these will involve extensive experience in general medicine, basic and clinical genetics. Short-term training should also be provided for those primarily interested in other clinical specialties, the report says.

The report calls for strong support of the basic research areas of molecular biology and epidemiology. These are fundamental to nearly all types of future understanding of disease, and not they have a significant genetic component, it states.

"Appropriate treatment and especially prevention can only be planned on the basis of such an understanding."

A number of important diseases, such as heart disease, diabetes, hypertension and psychiatric disorders, including schizophrenia and manic depressive psychosis, are multifactorial in origin, the subcommittee believes. And there is a need for a better understanding of these diseases, which has led to the identification of specific genes causing genetic or environmental factors.

It would also be valuable to have more evidence of the effectiveness of genetic counselling, including the use of computerized registers of people at risk of genetic diseases.



Dr David Harrison, lecturer in chemical engineering and fellow and senior tutor of Selwyn College, Cambridge, is to be the next vice-chancellor of Keele University. He will take over from Professor A. Campbell-Stewart, who retires in October 1979.

CLEA orders 'first steps' on Oakes plan for councils

by Peter Davill

Local education authorities in England are to be instructed by the Council of Local Education Authorities to take "first steps" towards advisory councils and setting up a new set of regional bodies on the lines recommended in the Oakes report on public sector higher education.

The new bodies may have different boundaries, and will no longer be responsible for approving new higher education courses planned by colleges or polytechnics in the region. But they will take on new responsibilities for initial teacher training, induction courses for new teachers and in-service courses for practising teachers.

A draft circular to local authorities approved last week at CLEA's annual conference in Sunderland says that final steps, creating the new councils—provisionally named Coordinating, Advisory and Consultative Councils for Further Education—cannot be taken until a national decision emerges on how and when to implement the other parts of the Oakes recommendations.

But a local education authority in each region will be asked to set up preliminary negotiations with the existing advisory councils and education institutions in the area with a view to agreeing the structure and membership of the new bodies.

The CLEA circular says that the new councils will be financed by their constituent L.E.A.s and will set up by trust deed enabling them to employ their own staff. A large governing council will be set up as an "umbrella" body for each region, with the day-to-day working being dealt with by small executive committees.

Members of the governing council

will, says the circular, should include representatives from each local authority, from each of the main types of higher education institutions, from the regional advisory councils and other interests and the universities and polytechnics.

As a general guideline, it might be to split members roughly three ways, that is, two representatives from the regional advisory councils and other interests and the universities and polytechnics, and one from the regional advisory councils and other interests and the universities and polytechnics.

Each university in the region should be invited to nominate one representative, the circular adds. "There should of course be no question that their participation should imply any change in the present arrangements under which the University Grants Committee is represented, the circular says.

Other members of the governing council should include representatives of the DES Inspectorate and of the Universities, Training, and Employment Service. The governing council should also be asked to nominate representatives.

Two main committees would be set up under the governing council. One would deal with advanced further education courses, including initial teacher training courses, and the other would be responsible for induction and in-service training for practising teachers. A separate committee could also be set up to deal with the day-to-day working of the governing council.

The interests of staff employed by the existing regional advisory councils should be safeguarded, it says. Such staff would have a right of automatic transfer to new bodies, but most will be referred to comparable posts

SRC orders survey of part-time courses

by Robin McKie
Science Correspondent

A detailed survey of part-time postgraduate education in science and technology is to be undertaken by the Science Research Council this year.

The aim will be to gauge the extent of ad hoc short-term courses set up each year at universities and colleges and to consider the possibility of a list of these courses. The SRC also wants to find out what type of people undertake part-time education in science and technology, the time they are allowed by employers and the relationship between their studies and their jobs.

One part of the survey will be carried out by Dr C. Ridd of Essex University who will be studying a random sample of students studying at universities and polytechnics throughout Britain.

Many of these part-time courses are set up on an ad hoc basis at the request of various employers and there is no single list of those which

are available at any one moment", he added. His study will include investigations of the degree of support received from employers and the relevance of the courses.

Another part of the study will investigate the level of satisfaction among employers over the training received by students and how relevant the courses are to their employment.

Companies will also be asked how much support they would give to new plans for short-term courses. This part of the study will be carried out by the Institute of Manpower Studies.

The more to set up the SRC survey follows meetings of interested parties over the past two years. It reflects the council's concern that postgraduate education should be re-examined in view of industry's changing requirements and the cut-back in funds for full-time advanced courses.

It is expected the results of the survey will indicate to the SRC that it should adopt a more comprehensive approach to setting up short-term courses.



Mr Edward Heath, MP, meets Mr Trevor Phillips, new president of the National Union of Students, at an NUS reception at International Student House in London last week.

Tory teacher training plan attacked

by Judith Judd

Conservative plans for teacher training were sharply criticized this week by a teachers' union leader. Mr Malcolm Lee, chairman of the teachers' education standing committee of the National Association of Teachers in Further and Higher Education, said that Mr Norman St John-Stevens had missed the point in his remarks about too much theory hindering the development of practical skills.

"Most new BEI degrees have been developed to assist the synthesis of theory and practice and are so structured and taught that theory informs practice and practice assists the development of theory."

He called on Mr St John-Stevens to rethink proposals for different types of training for primary and secondary school teachers and his suggestion that not all teachers should be graduates, on the grounds that these would be divisive.

The Conservative education spokesman's concern about the postgraduate certificate of education was shared by NATFHE but his proposals "do not relate to the facts nor do they deal with the problem".

"The question to be asked about postgraduate training was the way in which the practical element was assessed and related to the theory. NATFHE was at one with Mr St John-Stevens in wanting improved standards."

"I thought we had moved away from the sterile debate that the inadequacies of the schools can be laid in the teachers' trainers' door and I trust Mr St John-Stevens is not going to reopen it."

Mr Lee welcomed support for induction training and in-service education.

Cellist at palace

Jacqueline de Pré, whose career as a cellist was cut short by multiple sclerosis, was expected this week to have a Salford University honorary degree conferred upon her by the Duke of Edinburgh at Buckingham Palace. The Duke is chancellor of the university.

Pledges given on hardship grants

Agreement was reached this week on measures to satisfy some student grievances over hardship grants. A meeting had been called by Mr Dokes, Minister of State for Higher Education, after students had claimed that the present system was not operating satisfactorily.

Representatives of the National Union of Students met Mr Dokes and officials of the Association of Metropolitan Authorities and the Association of County Councils at the House of Commons. Mr Trevor Phillips, the NUS president, said the talks were constructive.

Discussion centred on four proposals from students, aimed at making the grants more freely available in cases of genuine hardship. An NUS survey had found that nine out of 10 local authorities made no specific provision to deal with such cases, even though they had been instructed at the time of last year's

fees increases to ensure that contingency funds were available.

One of the students' major grievances, cited at this week's meeting, was that it was agreed that the college, rather than the local authority, should be responsible for administering hardship grants. There had been complaints of students being "shunted" between the college authority and the local authority, with neither accepting responsibility for extra payments.

Other issues may be the subject of later meetings, although NUS proposals were given a sympathetic hearing. Further talks are definitely to be held at a request for tuition fees to be waived in cases of genuine hardship. NUS suggested that fees for the non-advanced should be waived automatically and other categories could also be included.

There was also agreement in principle that a scheme should be devised to maintain fees at a constant level throughout a student's course, although the local authority associations expressed doubts about funding such a change in the near future.

The union's other main request, for an extension of last year's arrangement whereby local authorities' remission of fees was possible, is to be examined further. NUS argues that some self-financing students were able to withdraw last year's savings and use them for other purposes during the coming year. There was agreement to look again at the problem and it was hoped that authorities would adopt a flexible approach in the meantime.

APT critical of report

Strong criticism of the Oakes Report is contained in a submission by the Association of Polytechnic Teachers, which contends that a solution to the problems of higher education has not yet been found.

Implementation of the committee's recommendations would increase the bureaucracy and cost of the management system without bringing about any compensating increase in economic and educational efficiency, APT believes.

The little power and responsibility is being divided among too many bodies for the wrong reasons. Uncertainty about the roles of the different layers of management and control will lead to tension and infighting between the institutions, the local authorities and the Department of Education and Science, the association says.

The city and county councils, the local government officials, the promotion of teachers in further education and the desire to cut public expenditure.

The submission says APT regrets that the committee avoided answering many, if not most, of the questions posed by the management of higher education and repeats a call, made in 1975, for a Royal Commission on the subject. It looks forward to a co-ordinated system including the autonomous institutions.

Proposals for a national body are welcomed, but not as an additional layer of management and control. It is the role of the regional councils and local authorities which give most concern.

"If higher education is, fundamentally, a national provision, it is to be regulated on a local or regional basis, not can it be regulated piecemeal on two sides of a binary line", says APT. "It is unfortunate that the question of IIE management has been turned into a question of confidence for the local authorities, because the final outcome may be precisely the opposite of that which they desire."

The association believes that the report's recommendations ignore the real problems of all the major institutions and substitute an administrative structure involving that of the National Health Service in complexity.

NUS appeals for safeguards

Safeguards should be built into any new system of management of higher education to protect the development of non-advanced further education, the National Union of Students says in its response to the Oakes report.

In a letter to Mr Oakes, Minister of State for Higher Education, the union claims a place on the national body proposed in the report to also put forward its suggestions for maintaining a balance between the sectors. The comments are the result of consultation involving 800 individual student unions and the NUS.

Support is given to the establishment of a national body to provide a voice for the maintained sector, but the union fears that the panels, as they stand, could prove harmful to non-advanced courses. Rather than making them the basis of a new national body, the NUS advocates the addition of extra members to the existing panels.

The regional bodies should co-ordinate planning on both sides of the binary divide, says the union, and consideration should be given to setting up a national council for non-advanced further education.

The submission also repeats the union's opposition to the concept of allowing the direct control of the national body. Local authorities would face a constant negotiation to keep up, especially if they have to make a direct contribution to the cost of running their own colleges and this could lead to the piecemeal growth of a new sector. Unless rejected, the proposal could jeopardize the whole report, the NUS believes.

On the question of the composition of the national body, it is suggested that the participation of the major institutions is crucial and this would require the nomination of representatives of the maintained sector to the national body. A panel of higher education, a request for NUS membership, is included in the letter.

AMA fights on for changes in central finance system

by Peter Davill

The Association of Metropolitan Authorities is to make yet another bid to change the centralized system of financing for public sector higher education proposed in the Oakes group report on the management of higher education in polytechnics and colleges.

At its annual conference in Sunderland last week the Council of Local Education Authorities agreed to welcome the Oakes report as a sound general framework within which the maintained system of higher education could develop over the next 20 years.

But the AMA has also instructed its officers to draw up plans for a new system of financial recapitulation payments in place of the system of self-central and local finance proposed in the report.

The local authorities are considering two alternatives. Under one possible scheme every higher education course of a similar kind would be assigned an average cost per student which could be paid to a maintaining authority by a student's home authority.

A second scheme would enable authorities to charge the fixed cost of courses—such as buildings, debt charges and rates—to a national pool, while the staff costs of running courses would be met from payments by students' home authorities.

Advocates of the recapitulation schemes believe that by introducing

a free market economy of courses and costs, polytechnics and colleges will be forced to run courses as efficiently as possible. The centralized scheme proposed in the Oakes report would impose the same degree of financial discipline, they claim.

But critics of recapitulation argue that it will not be possible to work out reasonable "average" costs for different types of course offered in different institutions. They also point out that the administration of a recapitulation scheme could result in the establishment of an expensive new bureaucracy.

The recapitulation proposals will be discussed by the education committee of the AMA at its next meeting, but the Association of County Councils and the CLEA have not given their general support to the Oakes recommendations.

CLEA's agreement came last week after a lengthy debate at the Council's Sunderland conference. Mr Peter Horton, chairman of the Sheffield education committee, told delegates that the DES had drawn up a list of 80 to 100 colleges which would be taken out of local control if the Oakes report was not implemented.

Sir Ashley Hurrell, leader of the Inner London Education Authority, and Mr John Burnes, chairman of Kent education committee, welcomed the Oakes proposals as a sound basis for future developments.

Mr Burnes said there had been a steady trend for polytechnics to "take the more academic institutions and become like universities. If they went out of local authority control they would become another set of universities doing their own thing and not benefiting Britain."

Computer helps in hunt for career

Hundreds of students have been helped to test a new graduate careers information system available through Careerdata, a computer-based service.

Careerdata, launched this week by the New Opportunities Press, is the first widespread commercial application of the Post Office Viewdata system. Present, at present being tested in London, Birmingham and Norwich.

Terminals have been installed in careers centres at five London universities, the Universities of Edinburgh, Open, Brunel, City and Central Polytechnics.

It is hoped, pending a meeting, a decision will be taken by September on introducing the system to other universities and polytechnics. Colleges and the Open University may be included later.

Each student using the system has access to vacancies notified by over 40 employers. The information is available through a telephone-linked data base. A television set such as a receiver.

Sixth formers' new option emphasized

Colleges and institutes of higher education were an alternative to universities and polytechnics, and met the needs of the new sixth formers in comprehensive schools, Mr B. S. Cane, principal of the City of Liverpool College, said last week.

Many of the new recruits to this college came from families whose children were traditionally left school at 14 or 15 and among them there is no knowledge of higher education, he told the congregation dinner.

Later Sir Charles Carter, vice-chancellor of Lancaster University, said that it would be a great pity if the large established institutions regarded the field of higher education as theirs and theirs alone.

Second woman dean

Dr Margaret Young, senior lecturer in French and adviser to inner-city students at Manchester University, has been appointed the second woman and the first non-professional dean in the faculty of arts. She takes up her appointment at the beginning of next year.

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HASSOCKS

SUSSEX

Lord Briggs warns against 'trendy' history courses

by Judith Judd

Universities which have gone in for fashionably modern history courses may find that students, Lord Briggs, provost of Worcester College, Oxford, said last week, are speaking at a course at St Mary's College, Twickenham, organized by the National Association of Teachers in Further and Higher Education and the Historical Association.

These universities which had truncated their history courses in favour of modern times might not have the right pattern to appeal to students, he said. "I rather regret the way in which we have narrowed down the interests of many undergraduates in favour of history, urban history and nineteenth and twentieth century history."

Medieval and even ancient history were retaining more student interest than seemed likely 10 years ago. There had also been a growth of interest in archaeology and a great development of local history and archaeology courses.

Lord Briggs said he had surveyed the history syllabuses at all universities before delivering the lecture, which was on the changes in history in universities over the past 10 years.

There was now less ferment about what history syllabuses should be. Only one department had said it was unable to answer his question about syllabuses because a fundamental revision of the course was taking place.

He added: "Universities feel increasingly that they have to justify

the place of history in the curriculum to their colleagues and to the schools."

Most of the manifestoes issued by university departments put considerable emphasis on the usefulness of history. Very little was said about the craft of the historian.

Kent University was unusual in emphasizing the difficulties students would face in transferring from school rather than the difficulties in transferring to work.

Lord Briggs said the most interesting new developments were in subjects concerned with cultural history and in the growth of subjects which were neither special subjects nor general papers.

He welcomed the growth of non-British history, though he regretted that such history often

tended to be vintaged. It was clear from the syllabuses that the subject of history had changed in the 1960s, but not come along to have no history course, it changed its mind.

About 54 people attended a course. Afterwards, Mr. Briggs, secretary of the NATEFET, said that the operation with the historical and the modern was successful.

One of the main aims of the future should be to bring together history teachers in schools, colleges, universities and higher education.

debate problems which were considered in isolation.

WEA calls for reform

by Muggie Richards

Higher education is not adequately catering for the needs of society or for the majority of its citizens, according to the Workers' Educational Association.

In its reply to the Department of Education and Science consultative document *Higher Education into the 1990s*, the WEA rejects the suggestion that the present higher education system should be continued for the next two decades.

Supporting a policy of admitting more mature students to higher education, the WEA says: "The falling numbers of students should be regarded not as a problem, but as an opportunity to reform higher education so that it will be more closely integrated into the whole system of post-16 or continuing education."

But the WEA's response—while recognizing that motivation, experience of life and work, and general ability, are valid entry qualifications for higher education—says an appropriate level of proficiency in English should also be attained.

In favouring the entry of mature students into higher education, the WEA says the introduction of two-year degree courses and expansion in university part-time programmes.

Part-time education should be widely available and a system of deferred entry instituted, not only for adult learners, but also for young students to obtain some experience of life and work before entry.

Some provision should also be made, the WEA maintains, for the transfer of resources, if necessary, to adult and further education.

Mature students should receive extended grants on a mandatory basis. Students with families have special responsibilities, and although residential accommodation should be progressively adopted to meet such needs, the problem will be minimised to the extent that these students can find suitable accommodation.

Dealing with the huge increase in student numbers during the 1960s, the WEA advocates expansion to meet the expected demand: "This should be done preferably at the resource levels of the late 1960s in terms of buildings, equipment, staffing and availability of grants."

Language drive on

by Ngau Creque

A small working party has set up to assess the UK and the knowledge of foreign languages. The group is intended to produce specific advice.

The panel was set up at the meeting of a study group on foreign languages for overseas trade, which was convened under the auspices of the British Overseas Trade Board. The group is a direct result of growing fears that Britain's economic performance is being handicapped by its lack of foreign language expertise.

At a conference in May 1983, the University of Surrey, the Royal Society of Arts and the British Overseas Trade Board delegates revealed that there were more graduates in classics than in languages except French and German.

Professor Nigel Reeves, Pro Vice-Chancellor at Surrey University, said that the way to get over the current language crisis was by specific studies in foreign languages. He said that the panel would be looking at the case studies of companies employing graduates with foreign language skills.

Reeves also revealed a 22 per cent drop in the number of students taking foreign languages in the last five years. He said that the panel would be looking at the case studies of companies employing graduates with foreign language skills.

It is felt that British language teaching efforts in two decades have been insufficient to meet the needs of the country's foreign language requirements.

Professor Reeves, a member of the study group, has been highlighting the need to improve the future role of language in industry and commerce, and has been working on the development of a new language curriculum for schools.

The study group, which has been set up to assess the UK and the knowledge of foreign languages, is intended to produce specific advice.

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North American News

Academics to play bigger part in space research

from Clive Cookson

WASHINGTON
University scientists can look forward to playing a more important role in the future activities of the National Aeronautics and Space Administration.

A new policy directive from NASA chief Robert Frosch tells the administrators of the various divisions within the space agency to make more use of America's academic talents.

As a result, university scientists are likely to play a bigger part both in the planning of NASA projects and in carrying out the research. There will be more opportunity for academics to review the quality of NASA's work, through increased use of "peer evaluation" panels by the agency.

According to John Nangel, NASA's chief scientist, the agency is also planning to make it easier for universities to use NASA's superb facilities—large wind tunnels and powerful computers, for example—that would be far too expensive for them to duplicate on their own campuses.

Academics from universities located near NASA centres have sometimes made arrangements to use their facilities on an ad hoc basis—the new policy will, it is hoped, open the door to many more of their colleagues.

In addition, Dr Nangel says, NASA is responding to the Carter administration's call for "paperwork" by reducing the bureaucracy and documentation involved in NASA grants and contracts. This should allow universities to spend more time on research and less on form-filling.

Each NASA division has been told to develop a plan in response to Dr Frosch's policy statement. Until these plans are complete, the precise implications of the directive will not be clear. The new policy does not undertake to transfer any specific number of NASA dollars to university research—Dr Nangel says it should be regarded more as a "guideline statement of philosophy".

Dr Nangel identifies the office of aeronautics and space technology and the office of space and terrestrial applications as the two NASA divisions where academic participation is likely to increase most.

The five-year plan which NASA issued earlier in the year as an

internal working document showed substantial spending increases for the programmes of both divisions.

The aeronautics programme involves basic and applied research to support the United States' "free enterprise" aircraft industry and to maintain "the superiority of the nation's current and future military aircraft".

Specific projects mentioned in the five-year plan include development of vertical take-off and landing aircraft, new helicopters, a heavy-lift semi-buoyant airship for use by the US Navy, short-haul aircraft, and the technology for "an advanced supersonic transport that will be fuel efficient, environmentally acceptable and economical".

Expenditure on aeronautics is projected to rise from \$230 million in 1978 to \$430 million in 1983 (in constant dollars).

The space technology programme, whose funding is expected to rise from \$90 million in 1978 to \$210 million in 1983, is intended to generate advanced technology for future space missions.

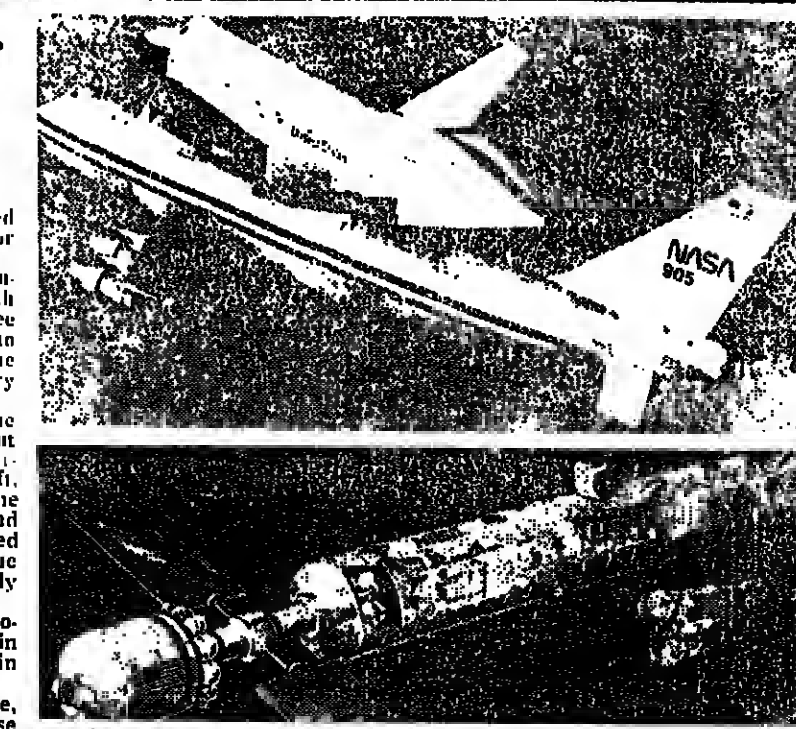
The "space and terrestrial applications" programme uses space science and technology to help solve problems on earth. It covers a wide range of activities, including satellite-based telecommunications, the Landsat system of earth resources satellites, climate research, and use of Spacelab for materials processing and ultimately space manufacturing.

The applications programme is the "biggest" growth area within NASA—funding is projected to increase from \$240 million this year to \$770 million in 1983. The total NASA budget is assumed to rise from \$4 billion to \$5 billion over the five years.

The future of the United States' space programmes after 1983 is a subject of intense debate both within NASA and between President Carter and his staff. The Space Shuttle and Spacelab will be the mainstay of American space activities during the 1980s—the question is what should follow them.

The choice, or at least a selection of likely options, must be made by the end of the year. The length of time needed to develop space systems. Development and production costs of the Space Shuttle will fall off rapidly after 1979.

Last month the White House released the results of a presidential



The mainstay of NASA's activities—the Space Shuttle and Spacelab

review of space policy. The only specific outcome was the establishment of a new policy review committee, chaired by the President's science adviser Frank Press, "to assess the needs and aspirations of the nation's civil space programme" and to advise Mr Carter on specific issues.

Observers speculated that a more useful statement was blocked by disagreements within the Administration over the extent to which secret space technology developed by the Ministry of Defence and the Central Intelligence Agency should be made available to civilian scientists and to industry.

As the White House differs, Congress is beginning to make the running over the space effort's future. The House of Representatives recently voted by a large majority to initiate a programme to develop solar power satellites.

The House authorized NASA to spend \$25m in 1979 to investigate the feasibility of building vast solar power satellites in space to orbit the earth, converting sunlight into micro-waves and beaming them back to receiving stations on earth. The project could cost \$1,000 billion eventually, with hundreds of such satellites, weighing up to 20,000 tons each, providing most of the United States' energy requirements.

The Senate is likely to consider

the House Bill in the early autumn, but senators have already authorized the National Science Foundation to spend \$300,000 in 1979 to study the feasibility of solar satellites.

They want the NSF to include an examination of the feasibility of satellites constructed in space out of materials obtained from the moon or the asteroids—an echo of the ideas of Princeton professor Gerard O'Neill, whose associates are actively lobbying Congress for funds to start a programme leading to huge human space colonies built from lunar and asteroidal material.

The Carter administration is reluctant to take a significant step towards making solar satellites the country's next space priority. Let alone O'Neill-style space colonies. NASA and the Department of Energy research and development on the scale voted by the House of Representatives is premature.

A solar satellite programme is strongly supported by the aerospace industry and the power companies, for obvious reasons. Many environmentalists oppose it, because of fears that microwave beams from space could harm life on earth, and disrupt radio communications. They say the money should be spent developing earth-based solar technology.

The Senate is likely to consider

Foundation to spend \$1m on peacemaking

The Ford Foundation is to spend \$1 million over the next two years in support of research into ways of resolving the conflicts between black and white school systems, that people put off having children.

That is the explanation three sociologists from the University of North Carolina, Chapel Hill, have produced for a mysterious and hitherto unexplained drop in southern birth rates in 1955. They report their findings in the American research journal *Social Forces*.

The authors, Ronald Rindfuss, John Reed and Craig St. John, claim that their discovery—that sexual behaviour varies significantly in psychological reaction to historical events—has important implications for the explanation and prediction of fertility.

However, traditional demographers, who scorn annual fluctuations in birth rates and concentrate on longer term trends, are likely to react with scepticism.

The Supreme Court handed down its momentous decision in the *Brown v Board of Education* case on May 17, 1954. "It is clear that the court's unanimous decision struck at what many white southerners saw, as the last of their regional way of life, and that it came as a shock to many", the sociologists write.

Sociologists blame shock for hiccup in birthrate

"It seems reasonable therefore to entertain the conjecture that anomie and fear for the future led some Southerners to put off having children who would otherwise have been conceived during this period."

Thus the fall in southern birth rates began in the early spring of 1955 and intensified during the summer, corresponding to the period nine months earlier when the implications of the ruling sank in.

During the autumn of 1955, southern birth rates began rising again. Rindfuss, Reed and St. John say that was because the population soon realized "that segregation would continue for some time, that life would go much as usual, that 'all deliberate speed' could be very deliberate, that southern politicians had some resources of their own to resist with..."

The temporary slump in birth rates was most intense for the white population of the 13 former Confederate states. White births there in the summer of 1955 were about 92 per cent of those the previous summer.

In seven other southern states with few black and white systems of education, the drop was about half that. Black birth rates fell too, though less so. "While black southerners also experienced uncertainty in the wake of the court's ruling (their traditional pattern of education was threatened, and undoubtedly they feared that violence might accompany desegregation), obviously the status and prerogatives of white southerners were more clearly threatened", the authors say.

Alcohol study 'will be biggest ever'

Rutgers University's Centre of Alcohol Studies is about to embark on what it says will be the biggest long-term study of the causes and effect of drinking ever undertaken anywhere.

The centre has been given an initial \$322,000 grant by the Department of Health, Education and Welfare. The project will involve 2,700 13-year-olds and 2,550 young people now aged 16, 19, 22 and 25, selected at random.

"The research subjects will be tested in various ways as the study begins, and again at three-year intervals until they reach age 25, at which time the testing will be done every six years", said Dr John Carpenter, director of the alcohol centre at Rutgers, New Jersey's state university.

The researchers intend to make contact with the subjects seven times a year until the project ends in the year 2008, so as to keep in touch with as many of the original sample as possible.

Dr Carpenter said it had long been the dream of researchers in the field to carry out drinking studies on such a scale. The aim is to discover what combination of psychological, biological and social characteristics tend to cause drinking problems.

Almost all previous investigations of alcoholism have involved people from the last third of the century. That's the last thing they want just now, with the 18 to 21 age group set for several years' population decline.

Inquiry into Canadian tuition fees

from our correspondent

WASHINGTON
The feasibility of a radical change in the financing of Canadian universities is to be examined in an inquiry commissioned by the Canadian Association of University Teachers.

The CAUT has appointed Conservative MP Jim Gilling, a former opposition finance spokesman, to study the possible introduction of "income-contingent" repayment schemes in Canada.

These would entail a substantial rise in tuition fees to cover a far greater proportion of university operating costs—at present student fees amount to no more than about 10 per cent of the income of most Canadian universities. At the same time, a new system of loans would be set up to enable students to pay the higher fees.

Repayment of the loans would depend on the student's income during his or her career after graduation—hence the term "income-contingent". Income-contingent repayment. High income graduates might be required either to pay back more money or to repay at a faster rate than those with lower earnings, depending on the scheme chosen.

The CAUT broadly favours the introduction of contingency repayment schemes, a spokesman said, but this policy has not been backed up by any study of their feasibility for Canadian universities or any attempt to formulate a model scheme for Canada. The Gilling inquiry is intended to make up for this deficiency.

Mr Gilling is retiring from the House of Commons at the next general election, to return to academic life at York University, Toronto. The Gilling inquiry is intended to make up for this deficiency.

The overall level of government funding might not change, but the balance would shift from direct grants to institutions to indirect subsidies through their students. The result, it is argued, would be more independence for universities and more academic freedom for their faculty members.

Student organizations would, of course, fight strongly against any significant increase in fees. But, according to the CAUT, higher fees need not limit access to post-secondary education for students from low income families, if they are associated with generous interest-free loans for those in need. These might cover living costs as well as tuition fees.

The idea of income-contingent repayments is generally attributed to a proposal by Milton Friedman in 1945. Since then, many economists and social scientists in the United States and Canada have suggested possible schemes, but until very recently they were a matter of academic interest rather than a live political issue.

However, in the United States, one contingency repayment proposal, the Tulane Advance Fund (TAF), has gained significant support in Congress this year. TAF, the brainchild of Boston University President John Silber, would advance up to \$5,000 a year for fees and other expenses—after graduation, students would repay their obligation through the tax system at a rate of 2 per cent of annual income.

The fundamental difference between TAF and the schemes favoured by the CAUT is that the former is intended solely to provide financial aid to students, not to put up tuition fees.

Professor Peter Lesko of Queens University in Ontario, who is currently preparing a report on university financing for the Association of Canadian Universities and Colleges of Canada, thought the country's university policy-makers would be broadly opposed to a move towards greater dependence on fees, because it would make their income more sensitive to student enrolment.

That's the last thing they want just now, with the 18 to 21 age group set for several years' population decline.

كتاب من الأصل

Training footballers for bread and butter skills

Steve Perryman, captain of Tottenham Hotspur football team, built a reputation for himself as a footballer. But he is not the only one of his kind. Other college students would not expect when attending their first lectures—university hunters.

Perryman is one of a growing band of footballers trying to continue their education. More and more players and managers are beginning to look beyond "next Saturday" and try to plan for the day the player becomes redundant and the crowds stop shouting. This, too, at a time when those concerned with every aspect of the game are trying to make it less insular.

The first stumbling-block is the attitude of the player. No doubt each dreams that one day club and country will recognize his talents and he will soar to stardom. But inevitably only a tiny minority of the 2,200 footballers in professional players reach the top in terms of money and status.

The problem has been recognized and there are now moves to produce an education unit which will be jointly organized and financed by the Football League and the Professional Footballers' Association—the players' union. This will give more status to education and make more money available for grants for courses.

Until now most schemes to enable footballers at apprentice or senior level to continue their education have been organized by the Football League. The education officer for the PFA, Players are usually apprenticed until the age of 18, but some can be signed at 17. Mr Kerry's one-man department exists to give advice and talks to players and managers throughout the country, as well as to liaise with colleges and polytechnics on setting up and running courses. He also helps footballers at the end of their careers.

He is served by a growing number of lecturers who are willing to devise and lead courses other specifically for footballers, or with a high participation rate by them.

One of the most successful, run by the London College of Further Education, Middlesbrough. All the students were from Middlesbrough Football Club, and they attended on a part-time basis for one year, to attain a City and Guilds foundation level certificate. The course was called "Professional football and the recreation industry". Mr Kerry, himself a graduate, was appointed an external assessor for the course.

It was very impressed by the standards and the content of the course. It was comparable with anything of its kind. It was a cut-off scheme and like many others, only possible because of particular local conditions. But he hopes that once the education unit is set up, courses like this will not be just done at random but be more systematically organized," he said.

The players studied the recreation industry, sports injuries, recreation technology, psychology, sociology and general studies. There were no formal entrance requirements but for most, if not all, these players would have had their first real introduction to practical and academic study.

The emphasis on the recreation industry is a theme that runs through many similar schemes for footballers. It is not too far apart from the industry—football—they know most about.

North London Polytechnic has run two courses in the past, and expects to run another next year, again, on the industry—football—they know most about.

Steve Perryman, the student

university for footballers. It is called "an introduction to business management" and is held within the department of management studies. Non-football management is another subject close to players' hearts. Many hope to build up enough capital to open small concerns when they retire but often they know nothing about commercial enterprise.

The players study finance, accountancy, budgets, avoiding insolvency, human relations, selling and advertising. Players from Tottenham Hotspur, Millwall, Brentford, Luton, West Ham and Queens Park Rangers have attended.

Mr Roland Hervey, who runs the course, said: "Many players come into football at the age of 15 or 16 and have not had much of an education. So there is a lot of opportunity to be done. They spend each Thursday afternoon on the course."

"The difficulty is maintaining attendance. They might be involved in an international, or a mid-week match or simply become injured. Football is a very lucrative profession. A player might be earning £200-£300 a week and when his career is over that drops to nothing."

"Most people would like to be reaching the peak of their career in the mid-thirties. That's when a footballer finishes his education. He is then a professional. A player might be earning £200-£300 a week and when his career is over that drops to nothing."



Two kinds of aggression: the Sex Pistols, left, and rampaging football supporters.

New Oxford school of aggro

It is tough being an Oxford academic nowadays. Don't let anyone tell you otherwise. These days of convivial carousing at high table with the occasional leisurely excursion into the bowels of the Bodleian to check references or exercise the legs are past.

A new era is being ushered in by a bright new breed of academic shouting stars. For them pogos in the Raxo to the deafening strains of punk rock, or risking life and limb in a climatic melee at a football stadium, are more hopeful matriculations than PPE or Grims.

In the vanguard of this new wave of hardy social researchers unrelenting with a battery of sociological, psychological, anthropological and ethnological skills are the members of the recently created Contemporary Violence Research Centre.

Established last October with the aid of a £55,000 grant from Whitbread and Co Ltd, the brewers, the centre was set up not only to research the causes of violence in pubs but also to look more broadly at the roots of violence generally.

Initially work was concentrated on collecting first hand accounts of everyday violent confrontations wherever they occurred. Now the focus is moving on to the study of particular aggressive social groups, for example punks; of specific settings where violence traditionally occurs like pubs, discotheques, and youth clubs; and finally of individual offenders with careers of violent behaviour.

Under the tutelage of Ron Harré, a lecturer in the philosophy of science, and Michael Argyle, a reader in social psychology, four researchers work out of the department of psychology and zoology.

Co-directed by Peter Marsh, a research officer with a degree in psychology from University College, Oxford, one of whose particular interests is football hooliganism, and Anne Campbell, whose PhD thesis is in female juvenile delinquency, the centre also supports two research assistants with specialized interests in particular areas of contemporary violence.

John McLeod is looking at the biographical aspects of individuals with careers of violence, while Janet Bailey is studying aggression in working class, multi-racial blackness from a sociological point of view.

Having been in existence only eight months, it is too early for the centre to have published its findings or to have attracted much public scrutiny. However one of its prime objectives is to bring the study of violence to the attention of the general public. This year The Rules of Disorder, an analysis of "football hooliganism" which he wrote jointly with Ron Harré and Elizabeth Rosser, attracted considerable attention from the media.

And this month the publication of a new book, this time entirely by his own name, Aggro: The Illusion of Violence, is likely to provoke a new furore. To the extent that it is regarded as an epitome for the violent behaviour of football fans, punk rockers and lunatic fringe generally, it will probably be greeted with howls of rage by the popular press and the establishment.

Its fundamental thesis is that alternative social worlds are created by frustrated groups of people, predominantly young males, in which they can act out their feelings of aggression in a relatively non-

Simon Midgley reviews some work produced by a team researching contemporary violence

injurious manner. Such worlds in post-war Britain, it is suggested, have included those of the teddy boys, mugs and ruckers, skinheads, the football hooligan and currently the punk rocker.

Replete with fishy metaphors, moles of transport, haircuts and favourite musical styles, their worlds are in many ways very dissimilar—representing different interests and points of view.

More important, according to the author, the groups also share underlying strategies of aggression management. Each creates ritualized ceremonial means of expressing pent-up aggression more or less overtly in ways in which the chances of serious injury are reduced to "tiny proportions".

Taking as its primary example the activities of the football hooligan in the terraces Mr Marsh ultimately examines various hostile encounters between groups of young men. Analysing these, he describes as "fights", he suggests that the violence is largely illusory because the apparently senseless and chaotic behaviour is guided by certain accepted, although implicit, social controls and constraints.

Although there is often a show of violence—most of this is more apparent than real, he says. The participants rarely get seriously hurt. They often play to the gallery and the television cameras capture the ordinary spectators missing the stunts.

Aggression is expressed in a ritualized, ceremonial manner. Hostile body posture, verbal threat and psychological bullying all come to play a part in the ritual. The aim is to achieve dominance over a rival—to assert oneself.

Whether genetically rooted or culturally transmitted aggression, Mr Marsh argues, is here to stay. It is not simply a product of the immediate environment and will not simply disappear—although it may diminish if society improves the conditions in which children grow up.

"Aggression... keeps things in order. It leads to a steady organization of dominance and submission. A structure is imposed upon nature that makes possible the development of all those aspects of human life we regard as civilized and sane. It is inconceivable that our species could evolve without the basic ingredient, without some force which could instil fear, produce a readiness to fight and a will to overpower."

He goes on to say that the requirements for survival, Mr Marsh says, are that the potentially non-adaptive aspects have been trimmed through ritualization to prevent the destruction of the species while ensuring that mankind can make the best use of an essentially hostile environment.

"Aggro" is a ritualized attack which, usually, stops short of severe violence, is socially managed aggression. Traditionally most societies, the author argues, have regarded

Educational technology

Broadcasting can play vital 'connecting' role

Despite the fact that education, as a whole, has recently been at a low ebb, it is also said that further adult education is ripe for expansion and diversification. Much depends on the way in which national and international economic recovery takes place but, taking the optimistic view, it seems likely that if any significant expansion in education comes about it will be in the post-school sector.

Apart from the general anxiety about the performance of our schools, and much of the criticism is no doubt unfair, the fact has to be faced that the school population is contracting.

Many other factors point to further and adult education as a growth sector and not the least of these is that compulsory full-time education has some difficulty in easily demonstrating its "pay-off".

The reasons are complex but are probably connected with the fact that its aims are often long term and thus appear (even to its clients) to be unrelated to immediate and pressing needs of further and adult education can often be seen to be relevant and cost-effective. This makes it all the more remarkable that the "Great Debate" devoted so little time to the post-school areas of education and many have observed that the value of the debate was, accordingly, diminished.

On the other hand a series of events, perhaps beginning with the setting up of the Open University, but followed, for example, by the publishing of the Pearce Report, the Russell and Alexander reports, the development of a variety of distance learning systems, the comparative success of the adult literacy campaign, the setting up of the Advisory Council for Adult and Continuing Education and now the debate on the problems surrounding the young adult (mostly unemployment), have all contributed to interest in the movement generally referred to as continuing or life-long education.

Some would regard the continuing educational grounds as others would describe it as a banal-rap. Perhaps both metaphors are apt but the movement is undoubtedly there and adult and further education broadcasting must plan in the 1980s.

After 50 years of radio and nearly 15 years of television devoted to the area, what appears to be the distinctive contributions that the broadcast media can make? The evidence comes from many fields of activity across the whole range of continuing education. The adult literacy campaign, the BBC/ITC/WEA Trade Union Project, the People's Children, much local radio output and the TV numeracy project have all shown, in different ways, that radio and television can play a vital promotional,



A new electrical engineering science teaching system designed to allow students to learn safely by experimentation has been introduced by TeCuplump Ltd of Nottingham. The system, consisting of equipment, books and tape/slides kits, covers experiments in direct and alternating currents and extends from the first principles through to topics such as the compound DC machine, three-phase power measurements and the transformer.

How not to convey the potency of television

Television Production for Education, by Peter Cooke and John Tiffin (Focal Press, London; £4.95).

The key to this work lies in its subtitle: A Systems Approach. These words do not appear on the spine or the dust-cover, and anyone ordering the book by post could be forgiven for expecting it to give some insight into the varied uses of television in education, some notion of the quality of communication offered by this medium and some idea of the power and syntax of images.

Little of all that is to be found. The authors seem bemused by the so-called systems approach. In the 78 lines of the first chapter the word "system" appears 47 times and "suprasystem" and "subsystem" nine and four times respectively. Every stage in preparing a television recording, from the most complex to the simplest, is reduced to a system and the next is armed with block diagrams containing logarithms for making appropriate decisions.

First there was language, then came linguistics. So with systems and algorithms: we set ourselves objectives and make choices all day long, and from a theory of decision-making can emerge. The systems approach is common sense writ large, and its value is to provide check lists which help us to do it with competence or confidence. The authors have taught people to make educational television in many countries: yet this book is about television merely as process, with hardly a hint that it might be a vehicle for the imagination of the teacher or the excitement of the learner.

Michael Clarke
The author is director of the Audio-Visual Centre, London University.

Word games for language assistants

Since 1973 we have been involved in a project concerned with preparing language assistants for their year abroad. Each year some 1,500 students from the United Kingdom go abroad as part of their language degree requirements. It is argued that this year's experience is essential for their understanding of a foreign language and its culture.

During a visit to France to see some of our students in 1975 we talked to many of the English teachers who supervised the work of assistants. They put a question very clearly made that assistants are rotten at explaining "it".

A common approach to using assistants is to have them lead a conversational class by exploiting a textual passage. After the class has read the passage, the French pupils are given the chance to check whether they understand all the words and phrases in the text. The assistant either questions the class about what does "bobby" mean? or he explains the meanings of words. It is during this second phase that difficulties often arise.

The assistant has to explain the meaning of a word without using it and it seemed to us that this process could be simulated in a game. Take the word "butterflies". This word occurred in a passage and the student was asked: "What does butterflies mean?" The assistant in this situation has several options open: (a) translate; (b) give a synonym; (c) use the word in a known context; (d) ignore the question.

Assistants are not encouraged to use the first option, for example: "When a player in a rugby match drops the ball when it has been passed to him, the crowd may call him LAG" (in this case butterfly-ness). Where the word appears, we encourage the word LAG. From this humble beginning, we have developed a game that simulates the work of the assistant. It is in two forms, training and context. In the training form, the assistant works in three parts: an explainer, a guesser and a referee. The explainer gives a list of words or phrases on an agreed topic that the explainer must explain to the guesser. The explainer has a variety of explaining techniques open to him, and each technique has a score attached to it. Using two packs of cards, Technique and Word, the explainer randomly picks a technique card and a word card and attempts to explain to the guesser his word.

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Ray McAleese and Geoff Hare
The authors are lecturers at Aberdeen University.

Britain's film industry is dead, but film studies are flourishing

Film studies is not exactly a new face on the British academic scene, but as a discipline in its own right it is still struggling to establish a toehold in British universities. The present economic climate has not helped.

What has hindered the development of film studies in British universities? Probably a number of factors. Most often expressed are doubts about its academic credentials, stemming from the belief that film studies is merely an extension of going to the movies.

Furthermore, critics of film studies deride the dearth of texts, yet serious texts and scholarly journals are increasing at a terrific rate. In 1973, Warwick, with the financial assistance of the British Film Institute, established the first postgraduate programme in film studies as a part of undergraduate degree programmes. Subsequently, the BFI has pioneered developments at Keele, Essex, Kent and most recently, Stirling. None of these yet offers a first degree in film, although I understand that various proposals are afoot.

The Slade School has recently experienced difficulties but, as established itself as a real force through infiltration, for example, in Michael Weaver's English courses at Exeter and Nicholas Pronny's history course at Leeds. The first degree course in film studies (the Council for National Academic Awards) has begun this year at Bournemouth College of Higher Education.

For about five years, since the establishment of the BFI-sponsored lectureship, Warwick has probably had more film activity than any other British university. Robin Wood, the first lecturer in film studies, quickly expanded his initial offering of a single option into two options (introduction to film studies and the Hollywood cinema), and a specialized option, the western, for students of comparative American studies.

Other film courses, of longer standing, continued to be offered as part of German studies (the Exeter Movement to Germany) and French studies (the French Cinema of the 1930s). Several other lecturers, notably in history, comparative American studies and Italian, included the study of feature films as a major unit of individual courses. All this activity, plus the unusually large number of lecturers who saw film studies as having an

important role for the future, notably led to considerable discussion about the introduction of a degree programme. In the expansion of the university which had begun in 1973, approval in principle had been given to a joint degree in Film and Theatre Studies, but that was dropped later when it was seen to be an uneconomic and unworkable combination.

However, the general improvement in Warwick's prospects for limited expansion over the next few years has led to the introduction of a joint degree in film and literature which began in 1979.

The literature side of the degree—six courses, two in each year—will include a general introductory course and courses on American literature, narrative form and naturalism. These will be taught primarily but not exclusively by members of the literature departments, primarily English and German, who have particular interests in film.

The film part of the degree will not be firmly settled until the new senior lecturer in film studies arrives in October. We have been fortunate in attracting Victor Perkins, now at Bournemouth College, to head this new development.

Peter Bowen
The author is director of the audio-visual centre at Warwick University.

There are no plans at present for any practical work forming part of the degree, although facilities will be available for those who wish to learn how to handle film, and on film-making itself. I would like basic film techniques to have a central part in the degree.

I would not be in favour of an American-style university film degree here—we have a number of good film schools, and no film industry to speak of—and I am very doubtful about the practice of assessing for degree-class purposes what are, in the long run, essentially aesthetic decisions having few objective criteria. But I believe there is a strong argument for giving students the opportunity to learn how the medium of film works and how to communicate with it.

Warwick's recent merger with the Coventry College of Education, where communication studies (primarily concerned with film and broadcasting) has flourished as a subsidiary subject, offers great possibilities.

Peter Bowen
The author is director of the audio-visual centre at Warwick University.

كتاب من الأصل

Far more chic than radical

Measured by its circulation, the New York Review of Books is the most successful intellectual journal of all time in the English language. The Times Literary Supplement and the New York Times Book Review far exceed the NYR's roughly 100,000 readers, but they are review organs committed to reviewing all newly-published trade books whereas the NYR, despite its name, reviews selectively, favours long essays that often use a book as little more than a point of departure, surveys entire fields of scholarship rather than particular books, and publishes articles and even the occasional symposium on public events and personalities that have little to do with books as such. The NYR has always combined the features of a book review organ, a literary magazine, and a journal of opinion on public affairs.

Created in 1963, the NYR's original aim was to provide an alternative to the weekly New York Times Book Review and Saturday Review of Literature, both of which were commercial and middlebrow—to use a term then current—in style and coverage rather than intellectually serious and demanding though the New York Times Book Review has since improved considerably under pressure of its NYR competition. The TLS was roughly the NYR's initial model and to an extent unmatched by other American journals it has always drawn as heavily on British scholars and critics as on native talent. Regius professors of modern history and preceptors of Oxbridge colleges have from its early days appeared side-by-side with American radical journalists and avant-garde critics previously confined to the pages of "little magazines" and academic literary quarterlies.

Yet the NYR began as an unmistakable product of the milieu of the "New York intellectuals", a circle now becoming the object of the sort of biographical, historical and even sociological scrutiny to which Bloomington has been subjected for some time. The person, or perhaps grandparent, of the NYR journal still in existence, two of which have been discussed in this TLS series, was the Partisan Review of the late 1930s and the 1940s. Originally an organ of the Communist Party, Partisan the Moscow Trials and eventually resurgent affirming a joint commitment to the politics of the anti-Stalinist Left and to modernism in culture. Both concerns leaked at that time only to the American left and the economy. The Jewish origins through scarcely identification of the editors and their circle enhanced their self-conscious "alienation", a word they are chiefly responsible for endowing with its present meaning. They also named themselves as "intellectuals", giving the term the special aura, reverential and, offensively, elitist to others, that it has acquired in Anglo-American culture.

The New York intellectuals began to break out of their political and cultural isolation after World War II when the Soviet Union became America's chief enemy abroad and the expanding universities at last recognized the great writers and artists of the early part of the century. Always quarrelsome and strained by the rise of a right-wing anti-communism demanding an even more aggressive American foreign policy and threatening the civil liberties of writers and intellectuals, they were supported by the Popular Front illiberalism of the late 1930s and the years of the wartime Russian alliance. Caught between their equal detestation of Joseph Stalin and Joseph McCarthy they split over the kind and degree of support to give to the policy of containing communism abroad and the weight to be given to opposition to McCarthyism necessarily in 1956 continued to cherish many illusions about the "progressivism" of the Soviet Union. That was a long time ago in another country, but it needs to be recalled in view of the sympathetic hearing accorded the attacks by former fellow-travellers like Lilian Hellman on the New York intellectuals for their alleged alliance on and even complicity with McCarthyism—attacks that in any case acquire minimum plausibility only

Garry Wills on Bobby Baker The New York Review of Books

I. F. STONE: CARTER, AFRICA and SALT

Frederic Wakeman Jr

if their targets are credited with a celebrity influence that they did not attain until a decade later, especially after the appearance of the New York Review of Books.

McCarthyism and the passions it stirred abated after 1954 and Kennedy's election in 1960 found the New York intellectuals more politically united. The NYR, which had been since the late 1940s in support of a critical left-liberalism, the end of the Eisenhower years and the new administration's publicized enmity to artists, writers and critics even produced a euphoric mood. The founding editors of the NYR calculated that the moment had come to reach out to a wider audience and launched the review during a long newspaper strike. The early issues read like the collective product of the entire New York intellectual world; the contributors included the editors of Partisan Review, Commentary and Dissent as well as the future editors of The Public Interest, which was born two years later. Woody Allen's joke in *Annals of Dissonance* and Commentary merging to produce a magazine called "Dissonance" was borrowed from the comedian Mort Sahl who used it in the early sixties when neither group would have felt amused a handsome contribution to the *Dissent* on the editorial board of which I served when this was pointed out to him.)

A few years later the unity and the euphoric had vanished and so had the distinctive ethos of the New York intellectuals. No doubt the greater influence and institutional power in the universities and the media would have produced this result anyway, but the immediate cause was the political ferment on the left of the late 1960s. Today, as partly in the New York intellectuals' million-dollar divide, the half-century-old right-left split has become a recognizable right-left split. Commentary, on the right, *Dissent*, *The New York Review* and *Partisan Review* on the left. The right side each side shore many contributors, a very few writers appear on both sides of the line.

Yet this present alignment is itself only a few years old. In the late sixties the NYR in its political articles moved sharply to the left, supporting protests and disruptions on the campuses, and more extreme forms of demonstration against the Vietnam war, and the militant black power factions that emerged out of the civil rights movement.

I still run into people who claim they stopped reading the NYR when in 1967 the New York Review of Books printed a diagram showing how to avoid the Molotov cocktail on its cover and

its lead article called for revolution and dismissed Martin Luther King as an untimely, dog-eating relic from the past. The increasingly radical tone of the journal was largely sustained by established intellectual figures like Noam Chomsky, Jason Epstein, Edgar Z. Friedlander and Mary McCarthy, but the NYR also occasionally opened its pages to such "Movement" activists as Stokely Carmichael (who struck an anti-Semitic note), Tom Hayden, Jerry Rubin and Daniel Berrigan. At the same time it printed attacks on former writers who had played a major role in launching its valuable anti-Vietnam reporting but who had elsewhere criticized the growing militancy and authoritarianism of the New Left. The counter-move to the right of the New York intellectuals and the publications they controlled began at this time, although for others opposition to the NYR remained intra-mural, as it were.

I feel obliged to report that I played a role in the controversy as the author of a long article criticizing the NYR's politics published in *Commentary* in the Autumn of 1970. The article inspired a flurry of letters and editorials in other journals and even a full-length book, for the rumblings among intellectuals had now acquired a certain new voice. At about the same time Tom Wolfe coined the phrase "radical chic" to apply it directly to the NYR and the Manhattan social circles in which its editors moved. The year 1970 witnessed the explosions in the universities over Nixon's spring invasion of Cambodia which led to the fatal shooting of four students on an Ohio campus and the tumultuous Black Panther rally at Yale and were followed by Nixon and Agnew's exploitation of "backlash" against the protests in the congressional election campaign. To many of us it seemed that an ominous confrontation was in the making and it was in this context that I criticized the NYR for abetting it. But the events of 1970 proved to be the last spasm of the student rebellion and the anti-war movement, nor did the Nixon administration succeed in inflaming the electorate against them. Along with others, I regretted, after many years as a contributor to *Commentary*, the intellectual quickness to the right, the anti-left (rather than genuine conservative) outlook it continues to display. The NYR, meanwhile, with the radicalism of the declining New Left. The *Starline* was over and Watergate shortly generated a popular backlash against the original hucksters themselves.

Even during its brief "bomb" on the cover" period the NYR continued to rely on eminent intellectual figures and academic authorities, many of them English, for its cultural and scholarly reviews. Its distance with the New Left did not extend to the so-called counter-culture: there were no essays discerning profundities in the Beatles or hailing Kurt Vonnegut as a major novelist. Today the cultural and scholarly coverage is much as it has always been, and if too selective and sometimes long-winded, it remains indispensable in those who wish to keep abreast of the intellectual scene. The articles in this national publication are the most part useful, high-level, thoughtful, well-informed and, in the left-liberal perspective, there is a continuity with the mid-anti-Stalinist of the New York intellectuals in Cambodia, Soviet dissidents, and neuro-psychiatric studies, and Allan Weinstein's research on the case, parts of which were first published in the NYR.

The social and political criticism, however, strikes a rather different note. The most frequent contributors to the NYR in recent years have been Gore Vidal and Garry Wills, a pair of talented and versatile writers who specialize in the satirical put-down and the witty definition of the politics of American politicians and public figures. Far from sounding "radical", both of them, sometimes joined by J.K. Galbraith, write as obvious insiders of the world of power and wealth. Vidal indeed might be described in several senses as a pornographer of status: he sneers at the rich and the peacock in left-wing excesses at the same time that he lets us know he is by origin one of them.

Most of these NYR writers are entertainers rather than serious political analysts. In the far, more outrageous that pass for sophistication in the 1970s they are more reminiscent of the old New Yorker than the old Partisan Review—Greenwich Village cold water flats, and the high seriousness of the old New Yorker intellectuals. This would be of little more than anti-political significance if one could see the NYR providing the kind of political and intellectual leadership to the American Left given to the right by their neo-conservative counterparts discussed by Robert Lekachman in an earlier contribution to this series. But despite its wide readership, the NYR scarcely fills this role. The "chic" is far more pervasive than the "radical".

The author, professor of sociology at New York University, is a visiting fellow at Nuffield College.

Who needs heads of department in FE colleges?

What does a head of department in a further education college actually do? I have over the years been asked this question by a head of department so I can answer this question from the inside, but from observation of heads in three different FE establishments over a number of years I believe the answer to be "not much".

I hesitated to add that this is because the heads concerned were busy but simply that the job does not really exist. In most cases they managed to fill their time first say 10 am until 4 pm, but their results were pretty minimal.

This must be particularly true at the present time when expansion is impossible, new courses are hard and far between, and posts rarely full vacant, so that a potential area of decision making has been, for the time being anyway, virtually eliminated.

I believe some heads do actually teach a few hours a week, but that I have worked for have done so, whatever their time tables may have said. As one said to me: "I wouldn't be fair on the students, I'd have to cancel so often to meetings". Well, it is true that heads attend a lot of meetings in many cases there are no meetings.

To take one example, I was usually a weekly meeting of the heads with the principal which had a whole afternoon, usually before the principal likes to have a quiet audience, there is no formal agenda and he has to fill up his time. Most colleges have some sort of news sheet and this might be a better way of disseminating ideas and information which would percolate to the chalk-face in heads' meetings.

A lot of a head's time is taken up with personnel work, in helping to advise his staff, chivying them, and discussing prospects with the ambitious and constantly trying to get staff to cooperate with the other. Usually he is not very good at any of this. He is not trained for the counselling side of the work, and he has no responsibility for no power as that he can offer neither rewards nor sanctions.

The other major element in his day is general administration and dealing with paper work. Most of this work gets "delegated" to some one to someone else in the administration and here time is up, they make heavy weather of it. An efficient secretary could deal with this in less than half an hour.

Could we dispense with heads of departments? I believe the answer to be yes. If we are trying to cut costs and improve efficiency, a college would need a professional person to deal with all the problems and section heads would need more (or some) secretaries to help. Section heads are busy people with heavy teaching loads, so secretaries would be short and stressed and committees nearer the ideal size—none.

More people would be involved in decision-making and they would be more satisfied with their work and quite a lot of money would be saved. Two problems occur to me though. Promotion prospects for secretaries would look a lot better. And staff would be moved to raise the question—what does a principal do further education really do?

Margaret Danks

The author is a senior lecturer in a college in the south of England.

An unquestionable British success

To celebrate the thirtieth anniversary of the National Health Service by hailing it as one of the few unquestionable British success stories of the post-war era is to risk being accused of complacency. More than that, it may seem positively perverse. Here is a service where doctors almost daily lament the inadequacies of the care they provide, where strikes appear to have become a chronic condition, where the very fabric of many of the hospitals has been threatened by decades of neglect and where politicians of various persuasions seem to agree that the patient is suffering from financial malnutrition. How, in these circumstances, can it make sense to talk about the "success" of the NHS?

One answer to this question might be that, after 30 years, we tend to take some of its most important achievements for granted. We have divorced access to medical care from access to money, surely, a major advance. In retrospect, it may no longer seem as self-evident to us as it did to Nye Bevan that this can only be brought about by a free health service: a comprehensive, national system of insurance might have done the trick as effectively, though probably more expensively. But if a nation needs symbols to celebrate the fact of shared citizenship and shared beliefs the health service is probably as effective a one as it is possible to devise: the NHS hospital is, as it were, the cathedral of the welfare state.

Another answer to the question might be that the NHS is, as a motor of measurable fact, considered to be a success by the great majority of the British public. Over the years public opinion polls have continued to show a very high degree of satisfaction—in excess of 30 per cent—with the health service. In this respect the NHS ranks as secure much better than other public services, such as education. Although surveys have uncovered specific discontents—with the manner of some doctors or the daily regime of hospitals—there is no evidence of the sort of groundswell of criticism that has tended to lap upon the foundations of other British institutions, such as Parliament. Even the obvious fallibility of individual doctors or hospitals—and better stories abound—does not seem to have undermined faith in the NHS as an institution.

Consumer deference

Moreover, this faith is reflected in people's behaviour. If the NHS were failing to provide adequate services, that should surely be reflected in the growth of private practice; a strong argument for having a private sector of health care is precisely that it can act as a kind of thermometer, measuring discontent or inadequacy in the public sector. But there is no sign of any such growth (although reliable figures are hard to come by). On the contrary, since 1974 the like BUPA has actually been in a state of decline. It is not even apparent in the statistics of income reported to the Inland Revenue, but it does not look as though there has been a consumer revolution against the NHS.

So we are left with something of a puzzle. There is, on the one hand, the evidence of the doctors. They are quite clear that people are actually dying today because the health service is short of the resources required to provide technically feasible standards of care. In many cases, such as renal dialysis, their claim is well substantiated; people whose lives could be prolonged by the use of dialysis die. The same could be said of other less dramatic—life-enhancing rather than life-saving—techniques; plastic hip replacement surgery is a case in point, where a great many people could lead far more pleasant lives if only the facilities were available. Yet, on the other hand, there is the reality of consumer satisfaction. Partly the reason may be ignorance, though—given the activity of the media—that argument is no longer as convincing as it once might have been. Partly, too, the reason may be consumer deference: people may not like to criticize a service provided by high prestige professionals or may feel that it is not done to them. For the vast majority do get treated, and survive.

But there may be a further, more interesting reason for the discrepancy between professional and popular attitudes, stemming from a basic tension between the nature of the NHS. Professionals are trained to look after the patient or the client in front of them, to provide the best possible forms of treatment, advice or care. Public services are about rationing scarce resources: the public or implicit question is "what are the best ways of using the most equitable way that people can live with, the technical optimum?"

Two further factors, one perhaps temporary, the other endemic, reinforce the tension within the NHS. The first is the decline in the real income of doctors. Like other pro-



Facets of the NHS: Top, Charing Cross Hospital old and new. Bottom: a team of surgeons perform a life-saving heart operation.

professionals, such as university teachers, doctors have seen their salaries squeezed by the combination of pay policy and cost-cutting. A recent report by the review body on doctors' and dentists' remuneration estimated that the living standards of GPs and consultants fell by almost a fifth between 1975 and 1977. Add to that the fact that differentialism have been ordered—indeed promotion to the consultant grade can now actually mean a drop in earnings for the senior registrar—and it is not surprising that morale has suffered. So it is in the interest of the medical profession to advertise the deficiencies of the NHS in order to draw attention to their own demands for more resources; conversely, they have little incentive to invest effort in stretching what is available.

This squeeze of middle-class earnings may, perhaps, be a temporary phenomenon. The second factor reinforcing tension within the health service is, however, likely to be permanent. That is that standards of medical care are international, while national income is not. In other words, the standards of what can and ought to be done medically are set in countries which are much richer than Britain: these countries have the resources to introduce new life-saving or life-prolonging techniques (though they may also have perverse incentives to introduce them indiscriminately and wastefully, notably in the case of the United States). Given the fact that medicine is an international profession, it is inevitable that doctors should feel frustrated. The gap between the ideal of the best available treatment for everyone—the case of the United States). Given the fact that the income a head of population in these countries is twice that in Britain; even France and the Netherlands are much wealthier. The real trouble is not that the health service is under-financed. It is that Britain is under-financed. The resources and inadequacies of the NHS accurately reflect Britain's poor economic performance over the past 30 years. The real question is not how Britain's health services compare with those of the United States, Sweden or West Germany. It is how they compare with those provided in countries like Italy, Spain and Greece, where income a head is nearer to that of Britain, if somewhat lower. The answer, surely, would be that they compare extremely well.

In assessing the achievements of the NHS, it is probably best to avoid getting entangled in the futile debate about whether or not it is under-financed. The relevant questions to ask are: given its resources, does the NHS use them well? and given also that rationing is inevitable in any health care system—does the NHS do it as well as possible? Indeed, the view that the NHS suffers from acute under-financing is an interesting

example of the power of popular myths. In fact, if not, sons it is obviously true: there is not enough money to do what every one would like to do, and it would be easy to draw up a menu of urgently desirable items of policy, such as the destruction of the remaining institutional bottlenecks of mental care. But precisely the same could be said in every sphere of public policy. The welfare state is a machine for generating more demands than can ever be satisfied, since it institutionalizes the interests of the professional providers in maximizing standards of provision, as defined by them.

What other less trivial evidence is there that the NHS is under-financed? One possible way of trying to answer that question is to make international comparisons. There would, on first sight, appear to substantiate the complaints. Britain does spend a lower proportion of national income on health care than, say, the United States, Sweden and the Federal Republic of Germany; under 6 per cent, as against 7.4, 7.3 and 6.7 per cent respectively. Against that must be set the fact that the proportion of national income spent on health appears to be a function of wealth: Britain's position in the international league table is almost precisely what might be expected, given the country's resources.

More crucially, Britain would still not be spending as much on health care per capita even if the proportion of national income devoted to the NHS were to rise to the levels in these other countries. There would, in all likelihood, still be a gap between international standards of what can be done and British achievements. That follows from the fact that the income a head of population in these countries is twice that in Britain; even France and the Netherlands are much wealthier. The real trouble is not that the health service is under-financed. It is that Britain is under-financed. The resources and inadequacies of the NHS accurately reflect Britain's poor economic performance over the past 30 years. The real question is not how Britain's health services compare with those of the United States, Sweden or West Germany. It is how they compare with those provided in countries like Italy, Spain and Greece, where income a head is nearer to that of Britain, if somewhat lower. The answer, surely, would be that they compare extremely well.

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The available evidence suggests that the NHS is, by international standards, reasonably efficient in its use of resources. In contrast to most other western countries the absence of a fee-for-service system of paying doctors means that the medical profession has no incentive to generate extra demands. Extra demands do not mean extra income only more work. So unlike, say, the United States, Britain has not the epidemic of hysterical economies or translocations. The introduction of new technologies or new equipment, such as the CAT scanner, tends to be carried out cautiously. It may be that lack of funds can have the positive advantage of preventing the indiscriminate diffusion of untested procedures.

Chain of reaction

Most crucially, perhaps, the NHS has managed to maintain a system of general practice. This means that minor complaints are dealt with cheaply at the initial point of contact with the patient, instead of automatically setting off a complex chain reaction of referrals to specialists. As in other western countries where the all-round family doctor is in danger of becoming an extinct species. All in all, therefore, there are good reasons for asserting that Britain gets a better health service, relatively speaking, than international comparisons of expenditure would imply. Certainly other countries are far from congratulating themselves on spending more than Britain; when people in the United States or West Germany talk about the crisis of health care, they mean the problem of cost-containment.

When we turn to the second criterion, that of equity or fairness in the rationing of scarce resources, the NHS again appears to have done reasonably well compared to other health care systems. This concept of equity in health care is, of course, bedevilled by theoretical problems of definition and practical problems of measurement. It is easy to define equity as being equal access to health care for people with equal needs, but unfortunately, in the present state of knowledge, it is impossible to measure need in a satisfactory way. Still, we do know that the NHS is a powerful instrument for redistributing resources towards the least well-off, in particular the elderly, who occupy half the health service beds.

Whether the NHS redistributes sufficiently is at present a matter of debate. Although the poorest members of the community get disproportionately large shares of health care resources, they have a still higher proportion continued overleaf

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BOOKS

Actions speak louder

Action and Interpretation: studies in the philosophy of the social sciences
edited by Christopher Hookway and Philip Pettit
Cambridge University Press, £5.95
ISBN 0 521 21740 7

All social scientists and historians study the way humans "act", not "believe", because acting includes thinking and feeling. In day-to-day actions towards others - and even more so in the attempt to study them - we make assumptions about the thoughts and feelings inside other people. But how can anyone be certain that he knows what someone else is doing? How can he be sure he has grasped someone else's meaning? The Weberian title of this volume - Action and Interpretation - seems promising.

Christopher Hookway and Philip Pettit have edited eight papers, six by professional philosophers, Mary Hesse, John Skorupski, Nick Jardine, John McDowell, and themselves; and two by political theorists, Alan Ryan and John Dunn. These papers were first given, naming others, at some small meetings of philosophers and social scientists organized by the Thirteenth philosophy group.

All the writers accept two plausible current ideas, both attractive and difficult. The first is the indeterminacy of theories by facts, and the indeterminacy of translation. First, to quote Mary Hesse:

Theories are logically constrained by facts, but are underdetermined by them. I.e. while, to be acceptable, theories should be more or less plausibly coherent with facts, they can be neither conclusively related nor uniquely derived from statements of fact alone, and hence to be acceptable, they must be mutually acceptable.

Second, any sentence in any language can be translated acceptably by a number of sentences in a second language. There is no way of deciding - either by reference to the world or by reference to any other way - that one of them is correct, and the others incorrect. The validity of these two ideas, and their implications, for theories of truth, nature, translation, and meaning, and for arguments between "realists" and "anti-realists", are pursued in typically philosophical prose, in typically philosophical style, by most of these papers most of the time.

Initially it seemed sensible in me to write a social anthropologist, some of whose best friends are philosophers, to review this book; so I accepted. I have learnt a lot, much of which probably I ought to have known anyway. But I found the book hard going, enjoyed only a little of it, and cannot recommend it to anyone who is not a professional philosopher, except for two papers, those by Mary Hesse and John Dunn.

To deal fairly and seriously with all eight papers would be impossible. So for five papers I record first my unwillingness to exceed my competence, second my admiration of the organizing intelligence and patience which enables people to write like this, third, a general disappointment, and finally some general criticisms.

These five papers did not seem to have much relevance for day-to-day social science. I am perhaps a little further on with puzzles which haunt me; for example about the place of cause in social analysis; or about the procedure for recording, describing, decoding and assessing complex alien rites. I constantly wanted to specify statements, to challenge particular use of words, to question what seemed to me with ethnography about human action in general; and the old philosophical habit of selecting either trivial or ingeniously complex artificial examples irritated me as much as it did 30 years ago. I wanted to play their own game back at them. "All right, but what exactly do you mean by 'translation', 'theory', 'predicate', 'mental state' and so on?"

Ryan's paper does not quite belong with this set. He cogently shows that Goffman and the other social "life-drama" scientists are really realists, who commit, or imply, a number of intellectual confusions; and he does so consistently, theory not, however brilliant and provoking their theoretical notions.

I enjoyed two papers. Mary Hesse sums up in five succinct points some recent arguments about science. Kuhn's revolutions, and the place of "values" in scientific theories are nicely accounted for. The painfully obvious point that we no longer wash up in thick grease like our mothers did, that the credit-worthy can travel to Singapore faster than sound, that people can make love without fear of pregnancy and on fresh raspberries afterwards at any time of the year turns up as a "pragmatic criterion" which finally admits progress in science and which gradually filters inappropriate values out of science. She adds two more telling points. Since social scientists cannot predict or control anything, much, so such pragmatic criteria filters the much more pervasive values out of our theories. Also, it is quite possible and defensible to build that requiring the capacity to predict and control ought not to be among the objectives of social scientists.

If Mary Hesse said things I found surprising, I enjoyed John Dunn (perhaps because I had heard earlier, familiar with some of the issues, by the time I reached the last essay) because he said with vigour and quotable directness many things I found myself agreeing with enthusiastically. "Social complexity (the taking in of one another's washing) has much to do with the maintenance of opposition among social scientists". "There is no reason why to keep knowledge of other persons and the causes of their actions". And so on.

Words are inextricable in all human action. Language evolved as an instrument for helping people to conduct the practical business of daily life; its relation to "reality" remains obscure. This practical instrument of practical affairs serves us relatively ill when we attempt to use it to describe human action, individual and collective, accurately, fully, comprehensively and without bias, even more so when we attempt structural and causal analysis of it.

In spite of thousands of people on salaries and grants busying away, we social scientists seem to achieve much more propaganda and ideology to support moral and political attitudes, and political activities, than we do recognizably objective truth about society.

Paul Stirling

This week's reviewers

Graham Bird is professor of philosophy at Stirling University; Brian Carr lectures in philosophy at Exeter University; Martin Hollis is senior lecturer in philosophy at East Anglia University and edited *The Light of Reason*; Pamela M. Huby is senior lecturer in philosophy at Liverpool University;

W. D. Hodson is reader in moral philosophy at Exeter University; Geoffrey Hunter takes the chair of philosophy at the University College of North Wales, Bangor in October; Malcolm V. Jones is senior lecturer in Slavonic studies at Nottingham University;

Stephan Körner is professor of philosophy at Bielefeld University; Dennis Marsden is senior lecturer in sociology at Essex University; Arnold McMillan is Bowes Professor of Religion at Liverpool University; Stephen Mennell is lecturer in sociology at Exeter University; Robin Milner-Gulland is reader in Russian studies at Sussex University;

T. J. M. Roberts is professor of philosophy at the University College of Wales, Aberystwyth; Alan Ryan is a fellow of New College, Oxford; C. T. Sandford is director of the centre for social studies at Bath University;

Paul Stirling is professor of sociology and social anthropology at Kent University; William Taylor is director of the Institute of Education, London University;

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DEPARTMENT OF ELECTRICAL AND COMMUNICATION ENGINEERING

Technical Instructor Telecommunications

Applications are invited for the above post. Applicants should have experience in teaching telecommunications subjects in technician/technician engineers level. Knowledge of broadcasting techniques would be an advantage. Applicants should provide details of their qualifications and experience.

DEPARTMENT OF ARCHITECTURE AND BUILDING

Lecturer

is required to teach Structures, Building Services and Building Science. Applicants with appropriate qualifications and experience in the fields of architecture, building, engineering or related disciplines will be considered.

DEPARTMENT OF FORESTRY

Lecturer

is required to teach Silviculture.

DEPARTMENT OF MATHEMATICS

Lecturer

is required to teach Engineering Mathematics.

Senior Tutor

is required to teach Engineering Mathematics.

Lecturer

with good background in the teaching of mathematics to Senior Secondary or Junior Tertiary Institution is required. Experience in relevant educational research would also be an advantage.

DEPARTMENT OF FISHERIES TECHNOLOGY

Senior Lecturer/Lecturer

is required in the field of gear technology and fishing methods. Additional teaching experience in other fisheries science disciplines will be an advantage.

SALARY RANGE

SENIOR TUTOR/TECHNICAL INSTRUCTOR K9135-K10135
LECTURER K10370-K14173
SENIOR LECTURER K14490-K16171
(As at 14th June, 1978, Kine 1=\$A1.20, US\$1.30, UK 0.75/1.0). Allowances additional to salary are payable as follows:-

Married K2300 per annum. Single K1300 per annum. In certain circumstances a child allowance is also payable. An educational allowance and additional fees may be provided for children being educated away from parents' place of residence. Other benefits include furnished housing (hard goods only) supplied at nominal rental, leave leave to place of recruitment every second year and equivalent leave to Canberra, Australia each alternate year and six weeks annual leave. Superannuation benefits apply in most circumstances. Study leave of six months will accrue after five semesters of service. Appointments will be on a contract basis for a maximum of three years in the first instance. The University reserves the right to make no appointment or to make an appointment by invitation at any stage.

The successful applicant would be expected to take up their appointment at the commencement in February of the 1979 academic year.

Applications in duplicate should include particulars of age, nationality, marital status, family if any, qualifications, experience, present post and the names and addresses of three referees from whom confidential enquiries can be made. Further information will be forwarded to all applicants.

Applications are required by 30th July, 1978, and should be sent to: The Registrar, The Papua New Guinea University of Technology, P.O. Box 783, LAE, PAPUA, NEW GUINEA.

An additional copy of the application should also be sent to: WCH OFF.

University College London

Appointment of Provost

In consequence of the election of Lord Annan as Vice-Chancellor of the University of London, the Council of University College London intends to appoint a successor to him as Provost from 1 October 1979 or such other date as may be arranged.

The Provost is the chief academic and administrative officer of the College, and is traditionally one of the London representatives on the Committee of Vice-Chancellors and Principals. The salary and other emoluments are negotiable, and living accommodation is provided.

Anyone interested in being considered for the post, or wishing to recommend anyone for such consideration, is invited to communicate by 4 September 1978 with the Chairman, Sir Bernard Walley-Cohen, B.L., LL.D., M.A., of University College London, Gower Street, London WC1E 6BT, from whom further particulars are obtainable.

THE UNIVERSITY OF LANCASTER

Appointment of VICE-CHANCELLOR

The University is in appoint a successor to Sir Chmlos Carter, its first Vice-Chancellor, who retires on 1 October, 1979. Persons interested in the appointment or who wish to suggest names for consideration by the Joint Council/Senate Committee are invited to write not later than 25 September, 1978, to The University Secretary, The University of Lancaster, University House, Bailings, Lancaster, Lancashire LA1 4YW. All correspondence should be marked PRIVATE and will be treated in the strictest confidence. The University reserves the right to appoint to the post by invitation.

A. STEPHEN JEFFREYS, Secretary of the University.

AMQUEDDFA GENEDLAETHOL CYMRU

NATIONAL MUSEUM OF WALES

Assistant Keeper

Department of Zoology

Applications are invited for an Assistant Keeper in the Department of Zoology. Contributors should send a CV, salary scale £5,717 to £8,858 (Assistant Keeper). Further particulars of the post may be obtained from the Secretary, National Museum of Wales, Cardiff CF1 3NP. Applications (three copies) should be submitted not later than MONDAY, 21 AUGUST, 1978.

THE UNIVERSITY OF SHEFFIELD

DIVISION OF CONTINUING EDUCATION

Lecturer in Economics and Industrial Studies to be responsible for Huret House Adult Education Centre, Chatterfield

Applications are invited for a Lecturer in Economics and Industrial Studies to be responsible for Huret House Adult Education Centre, Chatterfield. The successful candidate will be responsible for the delivery of a range of courses for adult learners, including those in Economics and Industrial Studies. The candidate will also be responsible for the management of the Centre and for the recruitment and retention of students. The salary scale is £5,717 to £8,858. Applications should be sent to the Secretary, Division of Continuing Education, University of Sheffield, Sheffield S10 2TN. Applications should be submitted not later than 21 August 1978.

Universities continued

UNIVERSITY OF RIAT

Department of Chemistry

Pleiermaritzburg

LECTURER/SENIOR LECTURER IN ORGANIC CHEMISTRY

Two posts are available, one in Organic Chemistry and the other in Organic Chemistry. One applicant should be a graduate in Chemistry with a B.Sc. or equivalent, and the other should be a graduate in Chemistry with a B.Sc. or equivalent and a postgraduate degree in Chemistry. The salary scale is £5,717 to £8,858. Applications should be sent to the Secretary, Department of Chemistry, University of Riat, Pleiermaritzburg, 30 November, 1978.

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Department of Chemistry

Pleiermaritzburg

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THE UNIVERSITY OF PAPUA NEW GUINEA (PORT MORESBY)

PROFESSOR OF ANTHROPOLOGY & SOCIOLOGY

Applications are invited for the post of Professor of Anthropology and Sociology. The successful candidate will be responsible for the teaching and supervision of students in the Department of Anthropology and Sociology. The salary scale is £5,717 to £8,858. Applications should be sent to the Secretary, Department of Anthropology and Sociology, University of Papua New Guinea, Port Moresby, 30 November, 1978.

UNIVERSITY OF RIAT

Department of Chemistry

Pleiermaritzburg

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UNIVERSITY OF NATAL

Department of Land Surveying

Durban

LECTURER/SENIOR LECTURER

Applications are invited for the post of Lecturer or Senior Lecturer in the Department of Land Surveying. The successful candidate will be responsible for the teaching and supervision of students in the Department of Land Surveying. The salary scale is £5,717 to £8,858. Applications should be sent to the Secretary, Department of Land Surveying, University of Natal, Durban, 30 November, 1978.

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ULSTER: THE NEW UNIVERSITY

School of Humanities

Temporary Lectureship in West European Studies

Applications are invited for a temporary Lectureship in West European Studies for a period of one year commencing 1st September 1979. The successful candidate will be responsible for the teaching and supervision of students in the School of Humanities. The salary scale is £5,717 to £8,858. Applications should be sent to the Secretary, School of Humanities, The New University, Belfast, 30 November, 1978.

UNIVERSITY OF STRATHCLYDE

Department of Mathematics

Glasgow

LECTURERSHIP IN THE DEPARTMENT OF LIBRARIANSHIP

Applications are invited from suitably qualified persons for a Lectureship in the Department of Librarianship. The successful candidate will be responsible for the teaching and supervision of students in the Department of Librarianship. The salary scale is £5,717 to £8,858. Applications should be sent to the Secretary, Department of Librarianship, University of Strathclyde, Glasgow, 30 November, 1978.

UNIVERSITY OF STRATHCLYDE

Department of Mathematics

Glasgow

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UNIVERSITY OF STRATHCLYDE

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UNIVERSITY OF STRATHCLYDE

Department of Mathematics

Glasgow

LECTURERSHIP IN THE DEPARTMENT OF LIBRARIANSHIP

Doncaster Metropolitan Institute of Higher Education

Applications are invited for the following posts, available from 1 September, 1978, or as soon after as possible.

Principal Lecturer in Social Studies

To teach in an area of social studies and social science in a wide range of administrative duties. Applicants should have a degree in a social science subject (preferably one with relevance to this caring profession) together with FE experience.

Principal Lecturer in Electrical/Electronic Engineering

To teach mainly at advanced technician level and to undertake a substantial amount of administrative duties. Applicants should possess a degree or acceptable professional qualification in Electrical Engineering, together with teaching and industrial experience.

Senior Lecturer in Business Studies

To teach Economics to BEC Higher National Diploma level, DMS or professional courses. Applicants should possess a degree or professional qualification in Economics together with substantial teaching experience.

Lecturer in Economics

To join a team of economists teaching on a wide range of professional, business and advanced academic courses. Applicants should possess a degree or professional qualification in Economics.

Temporary Lecturer in Economics

For the 1978-79 academic year, to join the Economics team. A degree or professional qualification is essential. Experience of retailing and other distribution studies would be an advantage.

Lecturer in Secretarial Studies

To teach Short-hand, Typewriting and Office Practice/Secretarial duties to junior and senior secretarial courses, TQPS and link courses. Applicants should possess business experience, advanced secretarial qualifications and preferably a teaching qualification.

Lecturer in Residential Care

To teach Social Studies, TQPS and PRC courses and report in this related area. Applicants must possess a recognised qualification in social work together with relevant experience.

Lecturer in Professional Cookery

To teach professional cookery on City and Guilds Catering courses. Applicants should hold relevant professional qualifications, and have appropriate trade experience. A teaching qualification will be an added advantage.

2 Lecturers in Catering

To teach two of the following areas: Reception Studies/Food and Beverage Service/Accommodation Services/Catering Administration on City and Guilds courses. Applicants should hold relevant professional qualifications and have appropriate trade experience. A teaching qualification will be an added advantage.

Lecturer in Mine Surveying

To teach at all levels within the Department of Mining and Mineral Resources Engineering. The minimum requirement is a Statutory Mine Surveyors Certificate and good industrial experience. A teaching qualification will be an added advantage.

Temporary Lecturer in Mine Surveying

For the 1978-79 academic year. Qualification and experience required as above.

Lecturer in Physical Science

To teach on a range of courses in Pure and Applied Science. Opportunities exist for specialising in Chemistry or Physics. Applicants should possess an acceptable degree, and preferably a teaching qualification.

Temporary Lecturer in Biology

For the 1978-79 academic year to teach Biology to a variety of courses including BEC. A good degree in Biology or a related subject is essential, and a qualification and/or experience in Food Science will be an added advantage.

Lecturer in English

To teach English to a variety of courses, mainly GCE classes and evening. Applicants should be graduates with preferably a teaching qualification.

2 Lecturers in General Studies

To teach General Studies at all levels throughout the Institute. Applicants should possess a teaching qualification and have had suitable industrial/commercial experience. Specialist qualifications in Economics or History or Science/Technology would be an added advantage.

Salary scales: Principal Lecturer £27,047-£27,818
Senior Lecturer £26,081-£27,085
Lecturer I £23,182-£25,84

Please send stamped addressed envelope for application form and post particulars to: The Principal, DMHE, Walsdale, Doncaster.

The closing date for applications is ten days from the publication of this advertisement.

GWENT COLLEGE OF HIGHER EDUCATION

LECTURER II IN TRADE UNION STUDIES

Salary: £4,101-£6,558 p.a.

Applicants for the above post should be graduates with practical experience of trade union organisation and activity. Teaching experience, notably of shop steward and trade union courses, would be an advantage. The successful applicant will be expected to teach on the one-year full-time College Diploma in Industrial Relations and Trade Union Studies and also on T.U.C. degree courses. Ability to offer Labour History and/or Political Economy would be an advantage. The appointment is full-time and is to commence on 1st September or as soon as possible thereafter. The starting point on the salary scale will depend on previous experience.

LECTURER II IN SOCIOLOGY (TEMPORARY)

Salary: £4,101-£6,558 p.a.

This post is of 12 months' duration and is vacant due to the retirement of a member of staff. Applicants should be graduates in Sociology, with special interest in Industrial Sociology/Organisational Behaviour, preferably held a higher degree and other relevant industrial experience. The successful applicant will be involved in a range of courses including DMS, PM Diploma, HND and HNC Courses. The appointment is for 12 months only and is to commence on 1st September, 1978. The starting point on the salary scale will depend on previous industrial and teaching experience.

For further details and application forms apply to: Principal Administrative Officer, Gwent College of Higher Education, College Crescent, Caerleon, Gwent NP23 5SL.

Application forms to be returned within 14 days of the appearance of the advertisement.

Colleges and Institutes of Technology



SCHOOL OF BUSINESS MANAGEMENT STUDIES

LECTURER SOCIAL ADMINISTRATION

New post to strengthen a team teaching in Public and Social Administration. Qualifications: Relevant U.K. Honours Degree to encompass social policy analysis and organization/administrative theory.

Experience: Minimum of four years following graduation, preferably directly concerned with the administration of social policy.

Duties: To contribute to the teaching and development of courses in Social Administration at all levels including degree and postgraduate. To participate in appropriate research and administrative activities.

Salary: £4,056-£7,638 per annum. Assistance with removal expenses.

Details and application form from Chief Administrative Officer, Robert Gordon's Institute of Technology, School Hill, ABERDEEN AB9 1PR.

Overseas

JAMES COOK UNIVERSITY OF NORTH QUEENSLAND, AUSTRALIA

LECTURER IN SOCIAL WORK

Applications are invited for the position of Lecturer in Social Work within the Department of Behavioural Sciences.

Applicants should have professional qualifications in Social Work preferably at a higher degree level, and be capable of teaching at least two of the following three subjects: group work, community work, social work administration. Preference will be given to applicants with previous course work, research or teaching experience in related fields such as Psychology, Sociology or Social Anthropology.

The appointee will be responsible to the Head of Department of Behavioural Sciences. The Department conducts teaching and research programmes in Psychology, Sociology, Anthropology and Social Work.

The salary range will be \$A15,179-1x681, \$A880-\$A19,940 per annum and the commencing salary will be in accordance with qualifications and experience. Conditions of appointment include F.S.U.-type superannuation, study leave, invalid pension scheme, housing assistance and allowance for travelling and removal expenses on appointment.

Additional information and application forms are obtainable from the Registrar, Post Office, James Cook University, Qld 4811 Australia, with whom applications close on 18 August, 1978.

In reply please quote Reference No. 78083.

RUSSEN STATE COLLEGE DEPARTMENT OF HOME ECONOMICS

Senior Lecturer in Design, Textiles and Clothing

Fixed term appointment

RUSSEN STATE COLLEGE provides tertiary courses for the teacher population. The main course is the four-year B.Sc. Education Degree and the course in Home Economics comprises the first two years.

- ★ FOOD AND NUTRITION
- ★ DESIGN TEXTILES AND CLOTHING
- ★ HUMAN DEVELOPMENT
- ★ FAMILY ECONOMICS AND HOME MANAGEMENT

DUTY: The successful applicant will be responsible to the Head of the Department for the coordination of the course and in the area of design, textiles and clothing and also for the management of new programmes in these areas.

The appointee will be expected to teach in the areas of the curriculum and textiles science.

QUALIFICATIONS: A higher degree, preferably a Ph.D. in textiles, clothing and home economics education. A background in the behavioural aspects of clothing and design is desirable. Tertiary home economics teaching experience required and secondary home economics teaching experience administrative experience is highly desirable.

SALARY: Senior Lecturer Salary Range:

SENIOR LECTURER Grade II (Aust) \$20,386-24,108 p.a.

SENIOR LECTURER Grade I (Aust) \$22,264-26,135 p.a.

Further information relating to this position may be obtained from the Staffing Officer with whom written applications should be made.

31, 1978.

RUSSEN STATE COLLEGE

862 Blackburn Road

Croydon North 3168

Melbourne, Australia

IRAN

TACU POSITION

ELECTRICAL ENGINEERING

AVANCE: IN THE

position of the Assistant Professor level with

specialty in Electronics, Telecommunications, and

Communications Systems and

Control in Electronic Systems and

Human Resources Management and

Industrial Engineering. The successful

candidate should have a Ph.D. in

Electrical Engineering, a minimum of

three years of teaching experience and

relevant research experience. The

successful candidate will be responsible

for the teaching and supervision of

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Electrical Engineering. The

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Don's diary

Sunday

Surprisingly slide the booklet into my bag just as the lights go on and the first sounds. Wonder why I feel guilty of taking a flight guide clearly marked complimentary copy and whether my son will really want to buy the luxury items shown in it. Craze my neck to see a meaningless line of dense blackness against a flooding silver. Just as the voice changes to English and says in rich melodious tones that the plane is now over Israel. Feel satisfied when it is replaced by familiar music and voices throughout the cabin rise in a sentimental chorus about their homeland.

Outside the airport we huddle in a small knot in the warm early evening as our hosts arrive from all directions along with the son of one of my colleagues, now bearded and solemn yet quietly smiling a little money from dad like many another young man before him. One of the nameless group—so carefully introduced a moment before—detaches himself saying he is illegally parked and asks if anyone would like to go with him rather than wait for the limousine. I am in his Mini and leaving the airport behind on once.

He turns out to be Norman Zevlin, a desk officer with the Jewish Agency, who are sponsoring the tour. I mentally translate that as a middle class administrator with the British Council and compliment him on his English. I am disconcerted to be told he was born and brought up in Hebron and only came to live in Israel seven years ago. Apart from embarrassing me this raises the claim of a Jewish Agency official to be a native of Eilat. I spent forty years regarding the fastest prospect in Scotland—the road to England—before coming to work on the fringes of London, and this obvious white kid throws up the same goal come to the Promised Land.

Monday

At 6 am I stare with uncomprehending horror at the bleaching sun outside, the so-called lightweight clothes and the itinerary branded me the night before. This programme allows the 21 visits and five hotel changes in our tour. Tomorrow is to eat an excellent breakfast from an enormous Smorgasbord table washed

down with plentiful fresh fruit juice and coffee.

At lunch, six hours and three visits later I find myself talking to Debbie, a young American from Albany, New York, who bears a striking resemblance to my secretary and who has spent three years on the staff of the Institute for Youth Leaders from Abroad at Kiryat Moriah. All around are keen students looking like youth leaders anywhere, and the fine functional modern buildings command a magnificent view of Jerusalem and of the site of the first clash in the Six Day War.

Debbie wants to know what we are doing in Jerusalem having obviously been confused by an introductory statement. I tell the tale again: the three of us represent different parts of the youth and settlement branch of the Jewish Agency to report to the Central Bureau for Educational Visits and Exchanges in the United Kingdom about the feasibility of students from Britain undertaking part of their studies in Israel. There are already large schemes involving American students. I see it closed. Debbie comes over her eyes as I change the subject.

Tuesday

An early start to teach Hula by 9 am. We are met by Gershon Hor'El, principal of the National School for Engineering Technology associated with the Technion. After a half-hour all our efforts to identify a United Kingdom equivalent have failed and we have settled for German comparisons. The quality and intensity of the work shared through clearly as we spoke, and the significance of a course in electronics, piling in 2,764 programmed hours in 24 consecutive months in study made me realize how gently our students are treated.

Wednesday

A sizzling morning with the sun beating in from the desert and there is tension in our group. The cosmopolitan beach of Tel Aviv is calling and I have put a side trip on the agenda to visit the Ashdod Port. It is in a distant suburb, but I have put it on the agenda to visit the Ashdod Port. It is in a distant suburb, but I have put it on the agenda to visit the Ashdod Port.

With varying degrees of enthusiasm and commitment, various educational institutions and pressure groups have come into line behind the "model E" program provided by the Department of Education and Science in its document, *Higher Education into the 1990s*. They include universities, polytechnics, colleges of higher education, councils for adult education, associations for resource education, and, less predictably, the Inner London Education Authority. Although, in this column and elsewhere, the document has been criticized, it has certainly focused the minds of the educational establishment. It has also managed, by extremely generous interpretation of present demographic trends, to provide fairly optimistic prognoses for those who wish to extend the possibilities of the present system of higher education.

The great danger of uncritical support for "model E" is that it ignores the highly tentative nature of the discussion in the document. More serious, however, is the failure to realize that the authors do not recommend the adoption of any particular model, and stress that the best way forward might "well lie in some combination of policies". All the models, either directly or by implication, relate to the Robbins principle. The discussion document is written in terms that more or less ensure that all the replies will be in the context of a policy which was enunciated in the early 1960s and more of considerable value, even in these far-off days.

The statistics to which we are constantly referred relate to a fundamentally off-set and selective policy which is quite out of consonance with the dominant educational and social outlook of the 1970s. It is even more out of harmony with the likely direction of policy in the 1980s and 1990s, to which our attention is directed. Thus, we are

ill afford the time for idle curiosity, and five minutes demonstrates conclusively that there is nothing for our scheme of exchanges.

It seems the institute was founded by the labour movement 20 years before in a spirit of idealism to help underdeveloped countries through training in self-help. It runs six-month courses for students nominated and paid for by agencies in their home countries. They teach all aspects of development, examine the possibilities for internal cooperation and the role of the labour movement, and listen in to the precise intellectual thought which would have appealed to Robert Owen and mentally respond to the citation for an honorary degree for this fine old man and hope he has worthy successors. My companions are not amused.

After spending the rest of the morning talking to earnest young American staff at the University of Tel Aviv, I am pushed rather than

down with plentiful fresh fruit juice and coffee.

At lunch, six hours and three visits later I find myself talking to Debbie, a young American from Albany, New York, who bears a striking resemblance to my secretary and who has spent three years on the staff of the Institute for Youth Leaders from Abroad at Kiryat Moriah. All around are keen students looking like youth leaders anywhere, and the fine functional modern buildings command a magnificent view of Jerusalem and of the site of the first clash in the Six Day War.

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Our eleventh visit brings us to ORT, which means roughly "Organization for Re-Education through Training", but everyone uses the initials. I am at a loss to describe ORT except as a large international body approaching its centenary, with headquarters in Switzerland which undertakes all kinds of projects concerned with further education. My ignorance becomes laughable when it appears that ORT is active in London, has just completed a feasibility study in Louth and has proposals to establish a training resource centre.

We move to the ORT Singulovsky Centre, where we have and perhaps the best of the 38 centres in Israel

under the guidance of Gideon Meyer, the particularly high young director of training for ORT. The Singulovsky Centre combines a good conventional technical high school with an equally large practical school and attracts 2,000 students aged about 17 years to obtain a "practical engineering diploma" after two years, which seems roughly to correspond with an ordinary national diploma.

I am impressed by how hard everyone works. The students have about 40 hours contact each week for 42 weeks, with a considerable amount of outside work. The staff teach a basic 24-hour contact week and most of the more undertake 13 hours for a program. In salary with a higher rate, a national institution than in the United Kingdom. Class sizes are around

age of 20, which can be regarded as the third stage.

The heart of the problem lies with the second stage, the group aged between 16 and 20. Its members have widely differing levels of motivation and maturity and experience enormous differences in opportunity and encouragement. A large number feel like a change after eleven years of schooling. Many are kept in by the conveyor belt of a levels leading to higher education; many more leave without a backward glance and enter the firm intention never to study again. Public education fails to meet the needs of the majority of young people living in the "bridge period" between childhood and adulthood, when they are coping with many of the most significant problems they will ever face. This failure not only creates a low participation rate in higher education, but also effectively prevents it from becoming genuinely "public".

It should be possible to transfer resources between the three stages. For a long time higher education has been offering general education to an increasing proportion of that minority which is fortunate in salary with a higher rate, a national institution than in the United Kingdom. Class sizes are around

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shops. Putting all this together around 16:1, and it seems to be a human in Israel.

Afternoon finds me back in the company of the round-eyed, multiethnic buildings, each with the name of its donor. I help wonder whether this is the best use of money. General Jewish organizations and Jewish in America have brought Zion and SUNY to Jerusalem and this is what they want. I keep them up? I contrast with the relative poverty of Israeli life. I am not sure if I am happy to step in if the CNAA has been so successful.

Friday

Halfway in our tour, and everything will close in the afternoon before the Sabbath which is due to start 28 minutes we make only one visit.

A leisurely breakfast follows the breakfast of the Ashdod Port. The Academy of Art and Design, founded in 1954, is a building has been designed by two hours and the director, Hoffman, talks enthusiastically about the place over by the sea. It is the only college in Israel, there are far more in the country. The director says that the resources are very scarce. It occupies six old buildings and the city and needs more. We have links around the world and have had successful exchanges with Norway.

Back to the hotel and me. I am waiting to see the Sabbath with his father, a handsome and gifted, with a degree in university places. Yet he already delayed his start over continue with a strict pace. He is a student of the Ashdod Port. He is a student of the Ashdod Port. He is a student of the Ashdod Port.

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CNAA must keep its balance

Without a doubt the Council for National Academic Awards has proved to be one of the most creative institutions in higher education in the past 10 years. With great skill it has managed to combine a fresh and open approach to the study of education with a necessary and proper respect for academic standards. The council's success in keeping the balance between innovation and tradition has been remarkable.

Yet the CNAA can never allow its efforts to maintain this balance to slacken: it can never allow its concentration to waver; if it places too much emphasis on innovation, it undermines the academic credibility which is the necessary foundation of the council's work. It runs the risk of turning into an ad hoc and arbitrary body, a deflator rather than a creator of progressive change in higher education. The higher of education for the CNAA is exceedingly aware.

Of course, the difficulty of maintaining this balance into and beyond the 1990s cannot be underestimated. At the start the council had the vision to serve as a model and a focus for its work in the education of higher education. The council's problems by increasing the number of colleges with which it has to deal. At the start the council had the vision to serve as a model and a focus for its work in the education of higher education. The council's problems by increasing the number of colleges with which it has to deal.

Return to financial stability

Through the announcement last week of the universities' provisional grant for 1981 may not mean that the years of uncertainty have been ended, but it does mean that the universities have a chance of returning to financial stability.

Since the collapse of the grant system they have lived in a state of financial uncertainty. The new planning system also means that the universities have a chance of returning to financial stability. Since the collapse of the grant system they have lived in a state of financial uncertainty. The new planning system also means that the universities have a chance of returning to financial stability.

Dialectic of the red card

I don't think you've looked at me. Of course I didn't mean to hurt him when I lured that kick. I aimed very deliberately for the back of the head. I was only releasing the pent-up tension created by my total lack of success in the game. You may know I was in the team for the good of society.

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LETTERS TO THE EDITOR

Real salary anomalies

Sir,—Occasionally your reader writers produce work which would not obtain a passing grade as a student essay. Sometimes they enter academic life with a naive belief in the value of a highly qualified Viceroy's shop assistants. But the highly qualified Viceroy's shop assistants and represent a waste in terms of educational investment.

The key factor involved in the writer on this occasion is the fact that conditions of service differ between universities and the rest of the higher education sector and that this difference is in the detriment of university teaching staff.

The polytechnic lecturer's work is usually defined in his contract—this is rarely the case in universities. The polytechnic lecturer is entitled to 12 or 13 weeks annual holiday—the university lecturer gets six. Without this last difference it is highly probable that some master's level courses could not be extended to two years—a consequent cost to the economy.

The leader writer also asks over another factor: true the number of researchers in polytechnics has grown, but most externally funded research projects are in universities. These projects put two demands upon the lecturer—the need for research leadership in terms of ideas and methods, and the need for project administration, and management, involving motivation of research staff.

These demands, frequently cut into even the contractual six weeks holiday. This "research director" role brings no additional rewards, other than job satisfaction, and, at times, considerable stress.

No one, I suspect, and least of all myself as a former polytechnic teacher, would argue against equal pay for equal work. However, to leave real and serious barriers to the career of a lecturer in the polytechnic is to do little service to the cause.

Yours faithfully,
T. D. WILSON,
27 Hill Top Road,
Barnhill, Sheffield, S18 6UJ.

Admit education needs

Sir,—It is good to see *THE TIMES* July 13, 1978, in the light of the fact that the Secretary of State for Education, Mr. Kenneth Robinson, has announced that the Advisory Council for Adult and Continuing Education, that adult education "should remain an integral part of the education provision made by local education authorities" rather than being hived off to leisure and other departments.

Mrs Williams and the local education authorities must know as well as the ECA what is happening to adult education throughout the country—it is being decimated by budget cuts and ridiculous high fees. It is being decimated by budget cuts and ridiculous high fees. It is being decimated by budget cuts and ridiculous high fees.

Poly exchanges

Sir,—Mr John Daniel's desire for mobility (*THE TIMES*, July 7) is understandable, but he exaggerates the tonic effect that a move can have on the individual and the system. The malaise of lack of opportunity for able and ambitious men is much too deeply seated to be solved by the remedy which he proposes.

It is not the system designed to produce a restless, shiftless band of disoriented itinerants to sniff higher educational institutions. When all is said and done, no system of promotion and career development can overcome the stark fact that the individual's material prospects depend on him being the right person in the right place at the right time and, above all, in contact with the right people.

His criticism of the interviewing system is well founded: it is fair to students or institutions to assess a successful candidate on the basis not merely of a formal interview but of a fairly informal informal meeting which must impose a severe strain on anyone.

I cannot help feeling that the agonising inability of so many institutions to fill posts and the consequent re-advertisements (at the taxpayer's expense) are simply a consequence of the "log-jam" in which Mr Daniel refers. Has not the Royal Navy will question the practicability of Mr Daniel's exchange idea. The family problems, the effect on students and college resistance are serious enough obstacles.

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Yours faithfully,
JOHN T. WILSON,
Public Relations Officer,
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Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible, and the editor reserves the right to cut or amend them if necessary.

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